



AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
THE CENTER FOR ADVANCED TECHNICAL STUDIES
AUGUST 13, 2018

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter executive session to consider the following:
 - a. Receipt of advice regarding borrowing capacity
 - b. Contractual matter: regarding design services for new elementary school
 - c. Request for approval of instruction at a place other than school (Exhibit A)
 - d. Selected employment items (Exhibit B)
4. Call to order at 7:00 p.m.
5. Welcoming remarks
6. Invocation – Ed White, Board of Trustees
7. Pledge of Allegiance – Ellen Baumgardner, Board of Trustees
8. School Board Spotlight
9. Approval of the minutes of the July 16, 2018 board meeting and the August 6, 2018 special-called meeting
10. Welcome and brief overview of The Center for Advanced Technical Studies by Dr. Al Gates, Director
11. Superintendent's Report
 - a. Office of Planning and Administration
 1. Read to Succeed
 2. Update: Every Student Succeeds Act (ESSA) – New State Accountability Model

12. Public participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session
14. First reading of proposed new Board Policy IKADD “Content and Credit Recovery” and Administrative Rule IKADD-R “Content and Credit Recovery” and IKADD-E “Credit Recovery Application” (Exhibit C)
15. First reading of proposed new Board Policy IKFC “Employability Credential” and Administrative Rule IKFC-R “Employability Credential” (Exhibit D)
16. Approval of appointment to Richland County Board of Assessment (Exhibit E)

DISCUSSION AGENDA

17. Proposed revisions to board policy KBB “Parent Rights and Responsibilities” (Exhibit F)
18. Adjourn

INFORMATION AGENDA

19. The next board meeting will be September 10, 2018 at Dutch Fork High School.

*The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH “Public Participation at Meetings”. Your comments should be limited to three minutes. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/July 16, 2018

The Board of Trustees of School District Five of Lexington and Richland Counties met at The Center for Advanced Technical Studies with the following members present:

Mr. Robert Gantt, Chairman
Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
Mrs. Jan Hammond
Ms. Beth Hutchison
Mr. Ed White
Dr. Christina Melton, District Superintendent

The following staff were in attendance:

Ms. Katrina Goggins, Director, Office of Communications
Dr. Michael Guliano, Chief Instructional Officer
Dr. Michael Harris, Chief Planning and Administrative Officer
Dr. Allison Jacques, Chief Human Resources Officer
Mr. Len Richardson, Chief Finance Officer

Chairman Robert Gantt gave welcoming remarks.

The Invocation was given by Beth Hutchison, Board of Trustees. The Pledge of Allegiance was led by Robert Gantt.

The Board conducted the School Board Spotlight.

A welcome and brief overview of The Center for Advanced Technical Studies was given by Dr. Al Gates, Director.

During the Superintendent's Report, Dr. Christina Melton gave a presentation on "Year In Review"; Jenny Garriss presented a Technology Update; and Carol Lunsford gave a presentation on iFive Initiative.

During the public participation time, Kim Murphy spoke regarding a forensic audit.

Michael Guliano presented proposed new Board Policy IKADD "Content and Credit Recovery" and Administrative Rule IKADD-R "Content and Credit Recovery" (Exhibit C).

A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

Michael Guliano presented proposed new Board Policy IKFC "Employability Credential" and Administrative Rule IKFC-R "Employability Credential" (Exhibit D).

Katrina Goggins presented approval of appointment to Richland County Board of Assessment (Exhibit E).

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of July 16, 2018

	B A U M G A R D N E R	C A T E S	G A N T T	H A L T I W A N G E R	H A M M O N D	H U T C H I S O N	W H I T E
1. M. Hutchison S. Baumgardner Approve the agenda	X	X	A	X	X	X	A
2. M. Hutchison S. Cates Enter executive session to consider the following : a) selected employment items (Exhibit A) ; b) discussion of a contractual matter involving the potential purchase of real estate ; c) receipt of legal advice regarding contractual matters relating to the potential acquisition and disposition of real property ; d) receipt of legal advice and discussion of a contractual matter involving negotiations with the highest ranked offeror in the design procurement for potential new elementary school ; and e) receipt of legal advice regarding requirements for the disposition of surplus or potentially surplus property	X	X	A	X	X	X	A
3. M. Baumgardner S. Hammond Approve the minutes of the June 11, 2018 board meeting	X	X	X	X	X	X	X
4. M. Cates S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
5. M. Hutchison S. Cates I move that the Board of Trustees authorize the District Administration to purchase property identified as Lexington County TMS Number 002797-02-006 per the agreement with owners dated May 8, 2018. The property has 5.435 acres, has frontage on Wescott Road and adjoins Irmo High School. The consideration for the property is \$300,000.00	X	X	X	X	No	X	X
6. M. White S. Haltiwanger I move that we authorize the Administration to commence negotiations with the highest ranked offeror in the design services solicitation for a new elementary school. If a	X	X	X	X	X	X	X

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of July 16, 2018

	B A U M G A R D N E R	C A T E S	G A N T T	H A L T I W A N G E R	H A M M O N D	H U T C H I S O N	W H I T E
proposed contract is reached, it should be brought to the Board. If not, the Administration is authorized to move to the next highest ranked offeror, until it reaches an agreement to recommend to the Board. The Administration should bring the recommended agreement to the Board for approval prior to award.							
7. M. Haltiwanger S. Baumgardner Approve the amended FY 2018-2019 General Fund Budget in the amount of \$188,721,570	X	X	X	X	X	X	X
8. M. Baumgardner S. Hutchison Adjourn at 9:24 p.m.	X	X	X	X	X	X	X

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Minutes/August 6, 2018

The Board of Trustees of School District Five of Lexington and Richland Counties met at The Center for Advanced Technical Studies with the following members present:

Mr. Robert Gantt, Chairman
Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
Mrs. Jan Hammond
Ms. Beth Hutchison
Mr. Ed White
Dr. Christina Melton, District Superintendent

The following staff were in attendance:

Ms. Katrina Goggins, Director, Office of Communications
Dr. Michael Guliano, Chief Instructional Officer
Dr. Michael Harris, Chief Planning and Administrative Officer
Dr. Allison Jacques, Chief Human Resources Officer
Mr. Len Richardson, Chief Finance Officer

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 6, 2018

	B A U M G A R D N E R	C A T E S	G A N T T	H A L T I W A N G E R	H A M M O N D	H U T C H I S O N	W H I T E
1. M. Baumgardner S. Cates Approve the agenda	A	A	A	A	A	A	A
2. M. Hutchison S. Haltiwanger Enter executive session to consider the following : a) selected employment items (Exhibit A)	A	A	A	A	A	A	A
3. M. Cates S. Hutchison Approve the selected employment items (Exhibit A)	A	A	A	A	A	A	A
4. M. Baumgardner S. Hammond Adjourn at 8:47 a.m.	A	A	A	A	A	A	A

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X = Yes
R = Recuse



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano
Chief Instructional Officer

Date: August 7, 2018

Re: August 13, 2018 Board Meeting
First Reading: Approval of New Policies

- Board Policy IKADD “Content and Credit Recovery”
- Administrative Rule IKADD-R “Content and Credit Recovery”
- Exhibit IKADD-E “Credit Recovery Application”

Item: Proposed new Board Policy IKADD “Content and Credit Recovery”, new Administrative Rule IKADD-R “Content and Credit Recovery”, and new Exhibit IKADD-E “Credit Recovery Application” are attached for your review.

Recommendation: The administration recommends the proposed new Board Policy (IKADD “Content and Credit Recovery”), new Administrative Rule (IKADD-R “Content and Credit Recovery”), and new Exhibit (IKADD-E “Credit Recovery Application”) move to Second Reading.

I will be present to answer any questions you may have regarding the addition of these new items.

Attachments: New Board Policy IKADD “Content and Credit Recovery”
New Administrative Rule IKADD-R “Content and Credit Recovery”
New Exhibit IKADD-E “Credit Recovery Application”

CONTENT AND CREDIT RECOVERY

**IKADD
DRAFT**

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district's content or credit recovery programs.

Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies.

There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through credit recovery programs. Participation in these programs **are likely to affect a student's eligibility for NCAA play** (i.e., VirtualSC credit recovery courses are not approved by the NCAA). ~~Consult the district athletic director for more information.~~ Consult the school's athletic director and the school counselor for more information.

Issued ^

CONTENT AND CREDIT RECOVERY

**IKADD-R
DRAFT**

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation. Students are limited to one attempt for each credit recovery assignment.

Grading

Content recovery assignments must be completed no later than ten school days after the date they are assigned. Seniors must complete any content recovery assignments no later than the last day of senior exams. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by averaging the student's initial grade for the nine weeks with the content recovery grade for that nine weeks.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit (first attempt) course. Students must have obtained a grade of 50 or higher in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to

receive credit. Students must have met District Five of Lexington and Richland Counties' High School Attendance Guidelines in the initial credit course to be eligible for Credit Recovery in that same course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students are eligible for a credit recovery course immediately following the academic year/semester they failed an initial credit course. Credit recovery courses may be completed in a summer session or in the next academic school year for the same failed course.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Only students in grades 9-12 may participate in Credit Recovery.

Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more than one academic year.

Credit recovery courses taken during the final semester of the school year must be completed by the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the last day of senior exams. Students taking Credit Recovery courses in a summer session must complete the coursework and receive a final grade by August 15. Those seniors who take a Credit Recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by August 15.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" or "NP" grade designation will impact the student's GPA.

Cost

The district may elect to charge a fee for Credit Recovery courses.

Issued ^

*Recommended New Exhibit
First Reading 8/13/18*

FILE: IKADD-E
DRAFT

CREDIT RECOVERY APPLICATION

Student name: _____ Grade level: _____

Name of course(s) to be recovered: _____

To be completed by the student

I understand that School District Five of Lexington Richland Counties' credit recovery program is designed to allow me the opportunity to earn credits towards graduation for courses I have previously taken and failed.

I understand that "Credit Recovery" refers to a block of instruction that is less than the entirety of the course and targets specific components or standards necessary for proficiency in the overall course. I understand that upon passing the credit recovery course with a grade of 60 or higher, I will receive a grade of "P" (pass) and credit for the course. This grade will be recorded on my transcript and denoted that it was completed in the form of credit recovery. My grade in the initial course will remain on my transcript as well. There will be no increase in my GPA for achieving credit for a credit recovery course.

I understand participation in the credit recovery program is likely to affect my eligibility for National Collegiate Athletic Association (NCAA) play.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

Student's signature

Date of application

To be completed by the parent/legal guardian

I, the parent/legal guardian of the above named student, do hereby give my consent for my child to participate in School District Five of Lexington Richland Counties' credit recovery program.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

Parent/Legal guardian's name (please print)

Parent/Legal guardian's signature

To be completed by the school upon receipt of completed form

Received on (date)

School

School designee's signature



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano
Chief Instructional Officer

Date: August 7, 2018

Re: August 13, 2018 Board Meeting
First Reading: Approval of New Policies

- Board Policy IKFC “Employability Credential”
- Administrative Rule IKFC-R “Employability Credential”

Item: Proposed new Board Policy IKFC “Employability Credential” and new Administrative Rule IKFC-R “Employability Credential” are attached for your review.

Recommendation: The administration recommends the proposed new Board Policy (IKFC “Employability Credential”) and the new Administrative Rule (IKFC-R “Employability Credential”) move to Second Reading.

I will be present to answer any questions you may have regarding the addition of these new items.

Attachments: New Board Policy IKFC “Employability Credential”
New Administrative Rule IKFC-R “Employability Credential”

EMPLOYABILITY CREDENTIAL

**IKFC
DRAFT**

Purpose: To establish the program components and criteria for a state-recognized employability credential.

The South Carolina High School Credential course of study is a career-based educational program providing opportunities for students with disabilities to acquire employability skills thereby increasing a student's ability to obtain paid work after high school. Upon completion of the course of study, students will receive a uniform, state-recognized employability credential.

The South Carolina High School Credential program of study is appropriate for students with disabilities whose individualized education program (IEP) team determines, and agrees in writing, that a traditional high school diploma would not provide a free appropriate public education (FAPE). Instead, the IEP team believes mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way for the student to demonstrate his or her skills and for the district to provide FAPE.

An IEP team's decision to identify the employability credential as the student's expected high school outcome will be based on data which may include, but is not limited to, longitudinal information of grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments resulting in evidence of skills necessary for independent, competitive employment. The IEP team's decision will be made only after the team considers a variety of program options that may allow the student to pursue a state high school diploma.

Students may earn the state-recognized employability credential by meeting the requirements outlined in administrative rule IKFC-R.

Annual Notification

The district will provide an annual notification to the parent/legal guardian of each student in the program, or directly to each adult student, that the employability credential is not a state high school diploma. While a student working towards the employability credential will receive units on his/her high school transcript for general education academic and/or elective courses and occupational English, math, science, social studies, and career preparation courses, the employability credential can not be utilized to enter a four-year college/university or most two-year colleges/technical schools.

Adopted ^

Legal References:

A. Federal Law:

1. Individuals with Disabilities Education Act of 1975 (IDEA), 20 U.S.C.A. Section 1400.

B. S.C. Code, 1976, as amended:

1. Section 59-39-100 - Issuance of uniform diplomas by accredited high school; units required.

C. State Board of Education Regulations:

1. R43-235 - South Carolina Employability Credential for Students with Disabilities (pending approval by the SC General Assembly, projected effective date 5/25/2018)

EMPLOYABILITY CREDENTIAL

**IKFC-R
DRAFT**

The South Carolina High School Credential is not intended for students obtaining a state high school diploma, but participation in the program does not preclude a student from obtaining both if appropriate during the lifetime of the student's school career. Additionally, participation in the program does not result in a waiver of a student's entitlement to a free appropriate education as defined in federal law.

Students may earn the state-recognized employability credential by meeting the requirements outlined in administrative rule IKFC-R beginning with 2018-19 grade 9 students.

Students enrolled in grades 10, 11, or 12 in the 2018-19 school year may earn a District-recognized employability credential based upon criteria aligned to the state-recognized employability credential.

Program Participation Determination

Beginning no earlier than the end of a student's eighth grade academic school year, or later if determined by the student's individualized education program (IEP) team, and updated annually thereafter, the IEP team will determine if the student's expected high school outcome will be to attain a state high school diploma, a state-recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP will match this determination and support the student's postsecondary goals.

Employability Credential Requirements

The South Carolina High School Credential program consists of 24 units of coursework aligned with the Profile of the South Carolina Graduate and the SC College and Career-Ready Standards. These courses may be personalized by content area and may include both credit-bearing (Carnegie) and non-credit bearing (Credential) courses.

Units	Courses
4	ELA
4	Math
2	Science
2	Social Studies
4	Employability Education
1	PE/Health
1	Technology
6	Electives

Additionally, students must:

- develop a career portfolio that includes a multimedia presentation project;

- attain work readiness assessment results that demonstrate the student is ready for competitive employment; and
- complete work-based learning/training that totals at least 360 hours.

Work-based learning/training requirements

Work-based learning and training completed during the program:

- may be school-based, community-based, and/or paid or unpaid employment;
- must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
- for paid employment, must pay a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

OPTION: Include additional district guidelines and/or information regarding the South Carolina High School Credential.


Issued ^



Memorandum

To: Members of the Board of Trustees

Through: Dr. Christina Melton
Superintendent

From: Katrina Goggins 
Director of Communications

Date: August 2, 2018

Re: Appointment to Richland County Board of Assessment Appeals

I recommend that Mr. Robert (Robby) A. Milam III be reappointed to serve as District Five of Lexington & Richland Counties appointee to the Richland County Board of Assessment Appeals, a role he's held since 2015. Mr. Milam has a wealth of experience and knowledge concerning District Five, our community and the real estate market.

I spoke with Mr. Milam concerning his possible reappointment. He has graciously agreed to serve. This position does not receive compensation except for travel reimbursement. Mr. Milam's professional vita is attached for your consideration.

The administration supports this recommendation and requests the Board of Trustees approval.

Thank you and please let me know if you have any questions.

KG/sl

Attachment - Professional Vita for Mr. Robert (Robby) A. Milam, III

Robert "Robby" A. Milam, III

Home: 1 Whetstone Creek Court, Irmo, Richland County, South Carolina 29063
Mobile: (803) 237-4885
E-Mail: RobbyMilam@REMAX.net

Personal Information:

D.O.B. - May 24, 1947
Married: 45 Years
Wife: Martha "Marty" Moore Milam, Chapin Elementary School Teacher, Retired
Children: Son - Dr. Robert Alden Milam, IV, M. D.; Wife: Stacey Milam
Daughter - Christiana Milam New; Husband: Jason New
Grand Children: Four
Two Grand Daughters: Breiana Hook-New, Corrine Milam
Two Grand Sons: Tate Milam, Jase New
Faith: Presbyterian (PCUSA); Lake Murray Presbyterian Church, White Rock, SC
Active Member: 38 years; Elder: 18 Years; Deacon: 2 Years;
Former School Board Member: Lexington/Richland School District Five: 7 Years;
Vice Chair Person: 2 Years; Secretary: 1 Year
Columbia High School, Columbia, SC
University of South Carolina, Columbia, South Carolina, Bachelor of Science

Professional Experience:

Presently:

Realtor (February 2002 to Present): RE/MAX Real Estate Consultants, Chapin, SC

Formerly:

Special Assistant to the Director; Criminalist IV: (February 1994 – Retired, June 30, 2001): South Carolina Department of Public Safety: Columbia, South Carolina
National Lecturer and Consultant with Criminalistics Consortium: Served twenty-seven states; (1987-2001)
Criminalist III and Instructor: (May 1993 – February 1994): South Carolina Criminal Justice Training Division: Columbia, South Carolina
Criminalist: (May 1966 - May 1993): Forensic Services, South Carolina Law Enforcement Division (SLED): Columbia, South Carolina

Honors:

Realtor/Agent of the Year, RE/MAX Real Estate Consultants: (2013).
Who's Who in American Education: (1993).
Who's Who in American Law Enforcement: (1997), (1986), (1983).
Law Enforcement Officer of Year: (1987).
S.C. Governor's Task Force on Highway Safety: (1983), (1977), (1973).
President's Task Force on Highway/Traffic Safety: (1982), (1981).
Who's Who in Law Enforcement in the United States: (1980).
S. C. Jaycees' Distinguished Service Award: (1977).
S.C. Jaycee of the Year: (1976).

Exhibit F



CONFIDENTIAL

MEMORANDUM

TO: Members of the Board of Trustees
Christina S. Melton, Ed.D., Superintendent

FROM: Dr. Michael R. Harris
Chief Planning and Administrative Officer

DATE: August 6, 2018

RE: August 13, 2018 Board Meeting, Discussion.
"Proposed Revisions to Board Policy KBB Parent Rights and Responsibilities"

Recommendation:

The administration recommends that the proposed proposed revision to "Policy KBB Parent Rights and Responsibilities" proceed to First Reading approval.

Policy KBB Parent Involvement In Education

Issued 9/13

Purpose: To establish the board's vision for the rights and responsibilities of the parents/legal guardians of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent/legal guardian has the following **rights**.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents/legal guardians
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- to be informed of all programs in special education
- to appeal and/or deny the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal governments

Every parent/legal guardian has the following **responsibilities**.

- to make reasonable efforts to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline

- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events
- to report inappropriate behavior of a student, teacher or any district employee

Cf. KB

Adopted 9/9/13

Legal references:

United States Code, Annotated:

Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232g].

South Carolina Code of Laws, 1976, as amended:

Section 20-7-100 - Parental right to participate in child's school activities unless prohibited by court order.

Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.

Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.

School District Five of Lexington and Richland Counties

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following **rights**:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, color, immigration status, national origin, disability, religion, sex, or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following **responsibilities**:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement

- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

Cf. KB

Adopted ^

Legal references:

A. Federal Law:

1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232g.

B. S.C. Code, 1976, as amended:

1. Section 63-5-30 - Parental right to participate in child's school activities unless prohibited by court order.
2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
3. Section 59-59-160 - South Carolina Education and Economic Development Act; parenting counseling conferences.